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MOTT'S
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M6



FOURTH EDITION

Contains Exercises in Spelling and Reading, Model Exercises in
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Solid Arithmetic.

New York:

PUBLISHED BY GEORGE E. MOTT,

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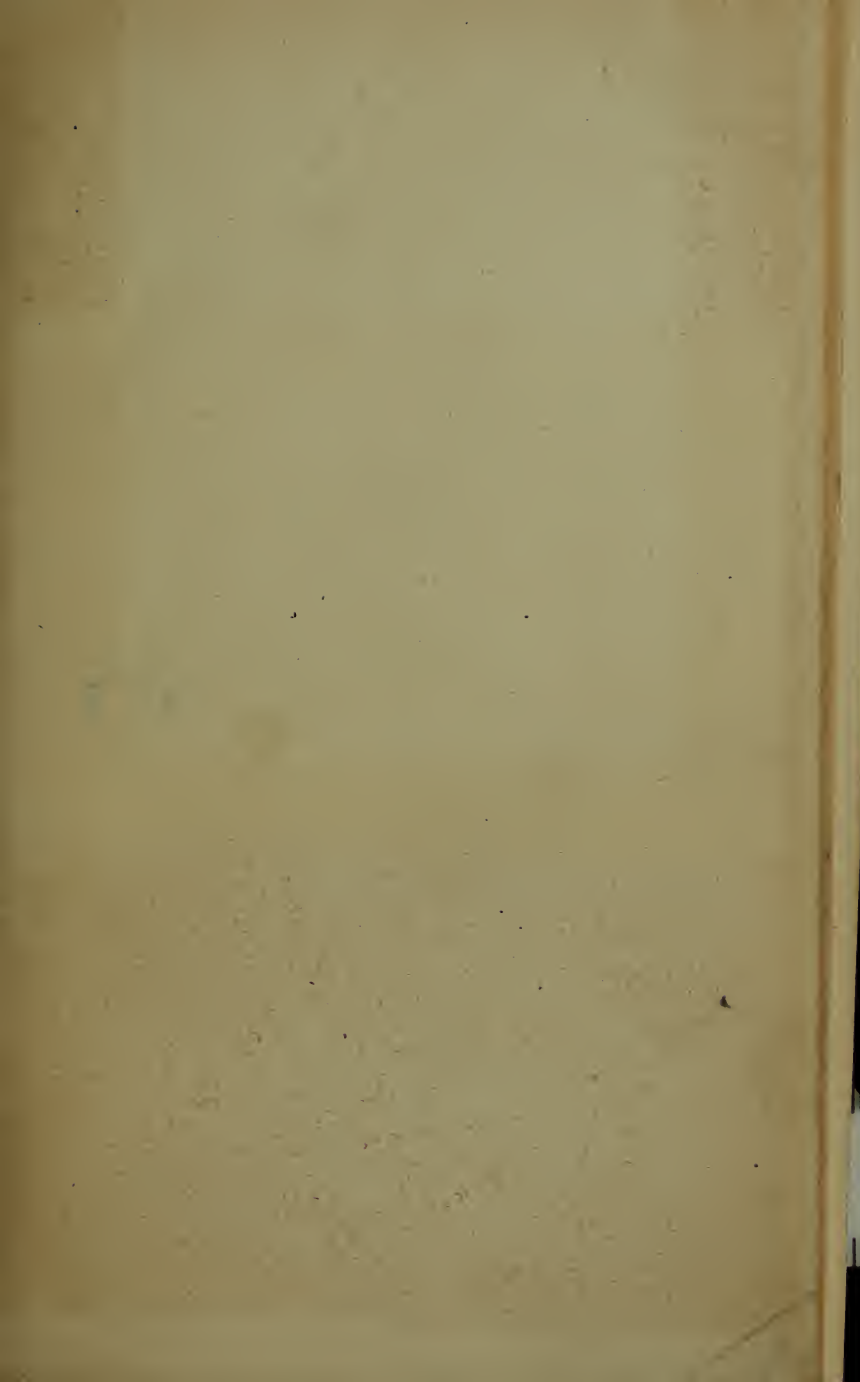


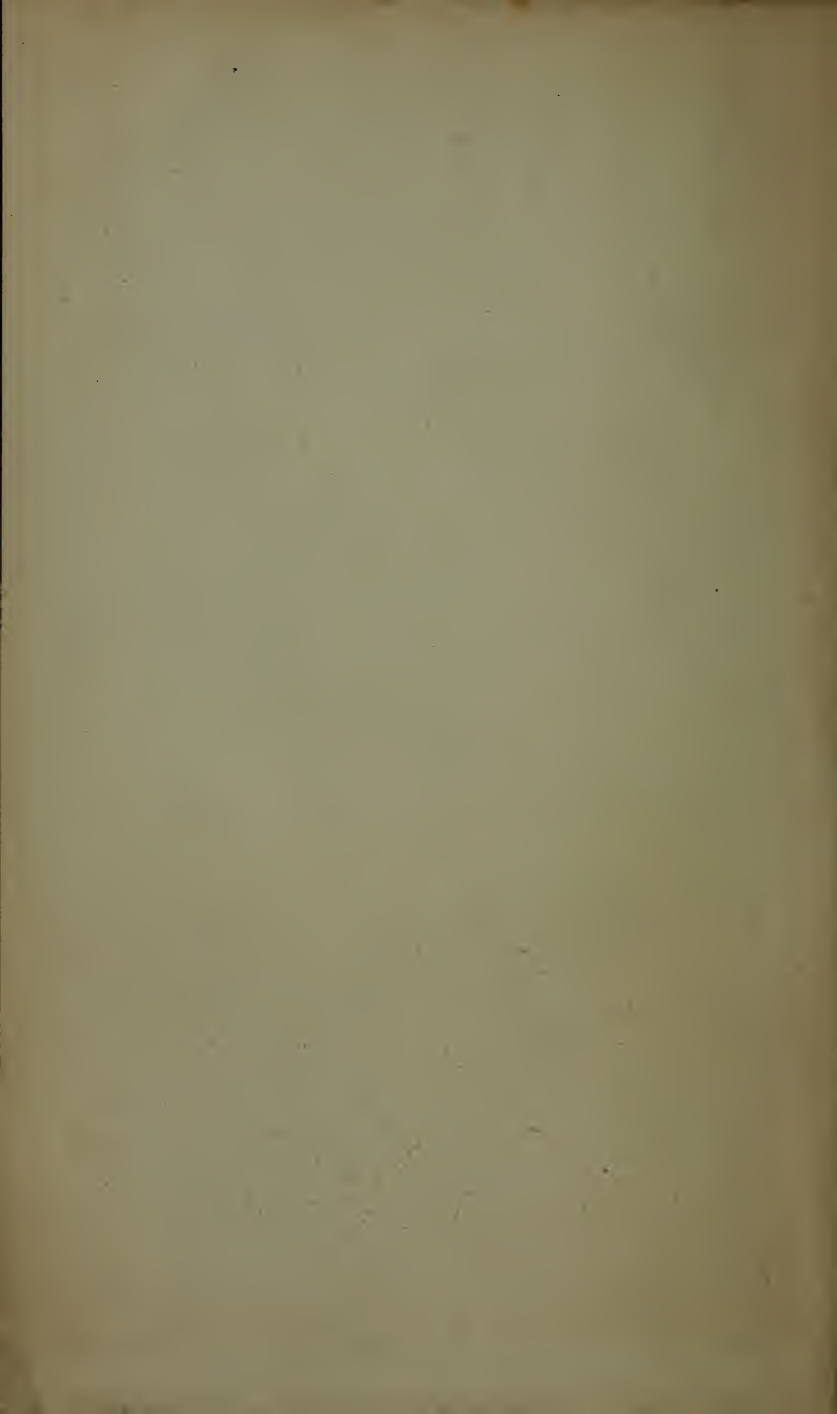
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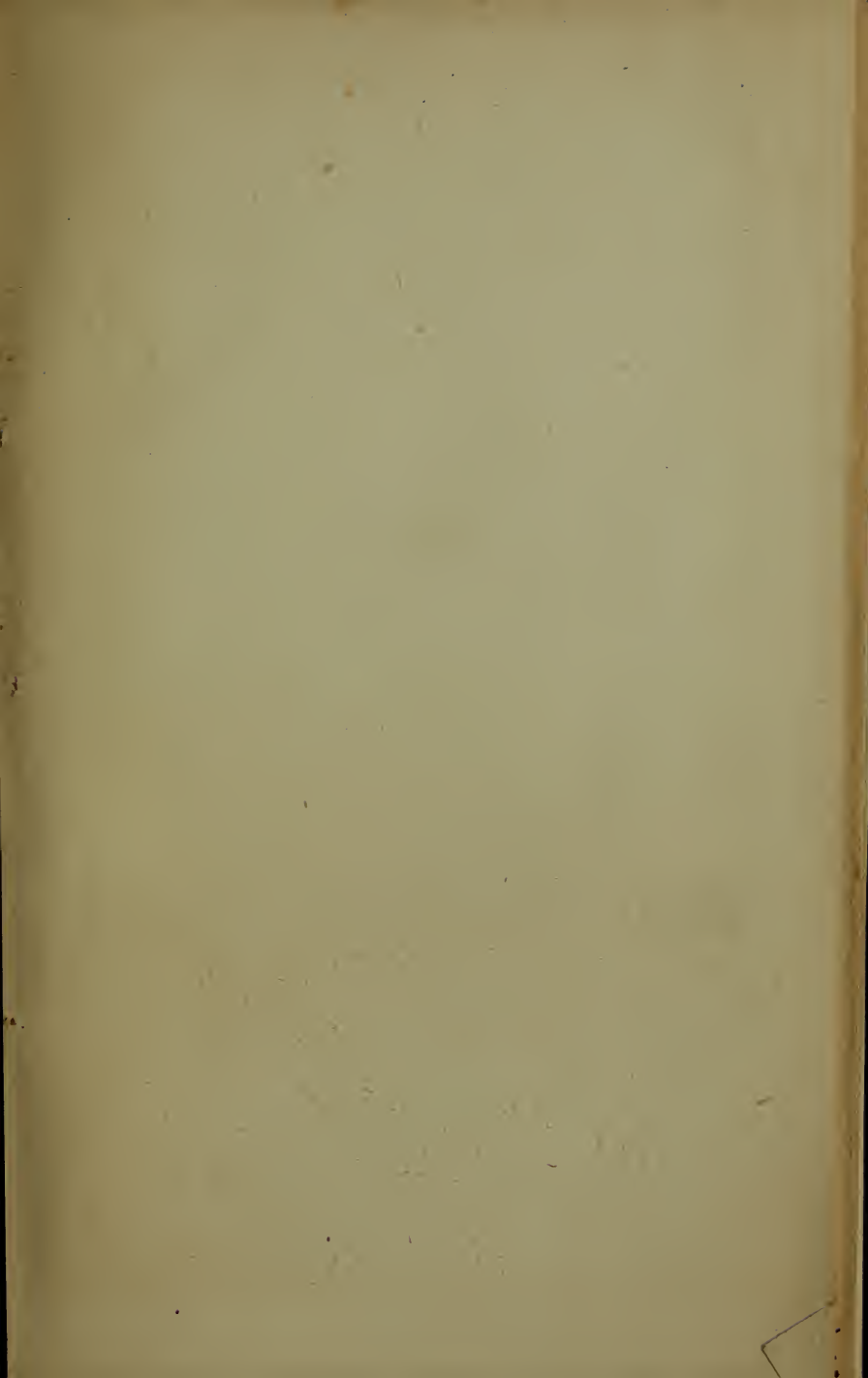
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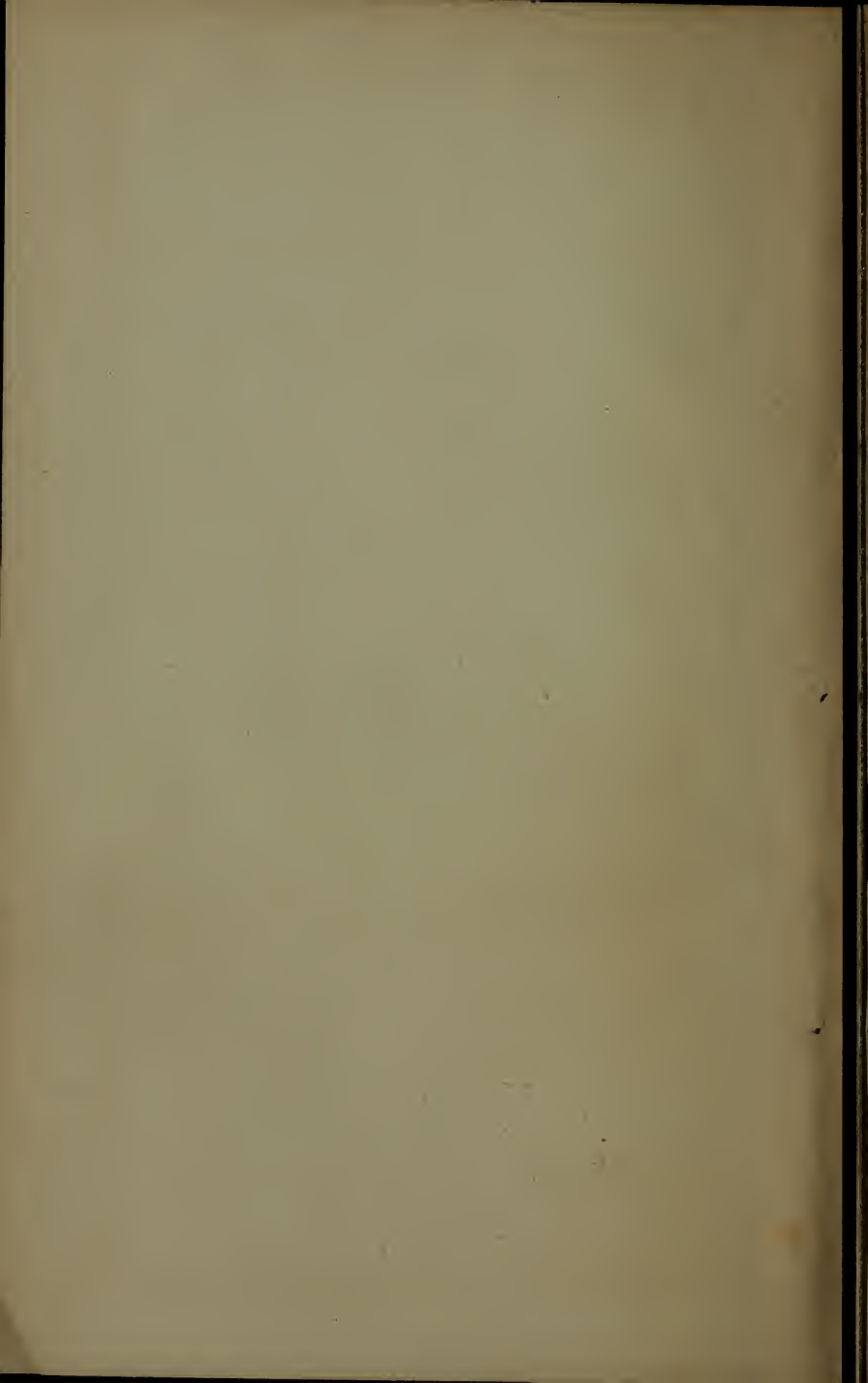
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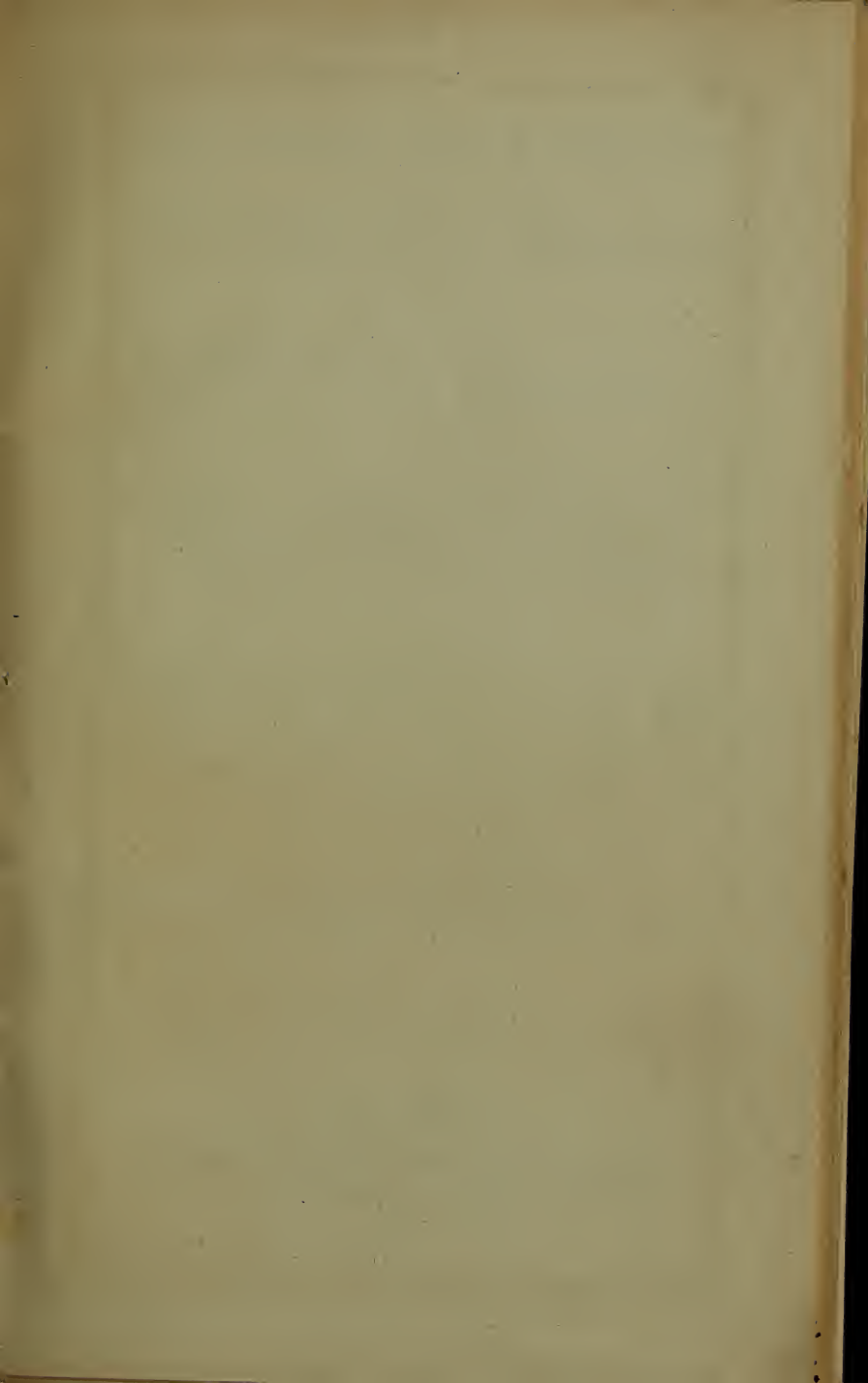
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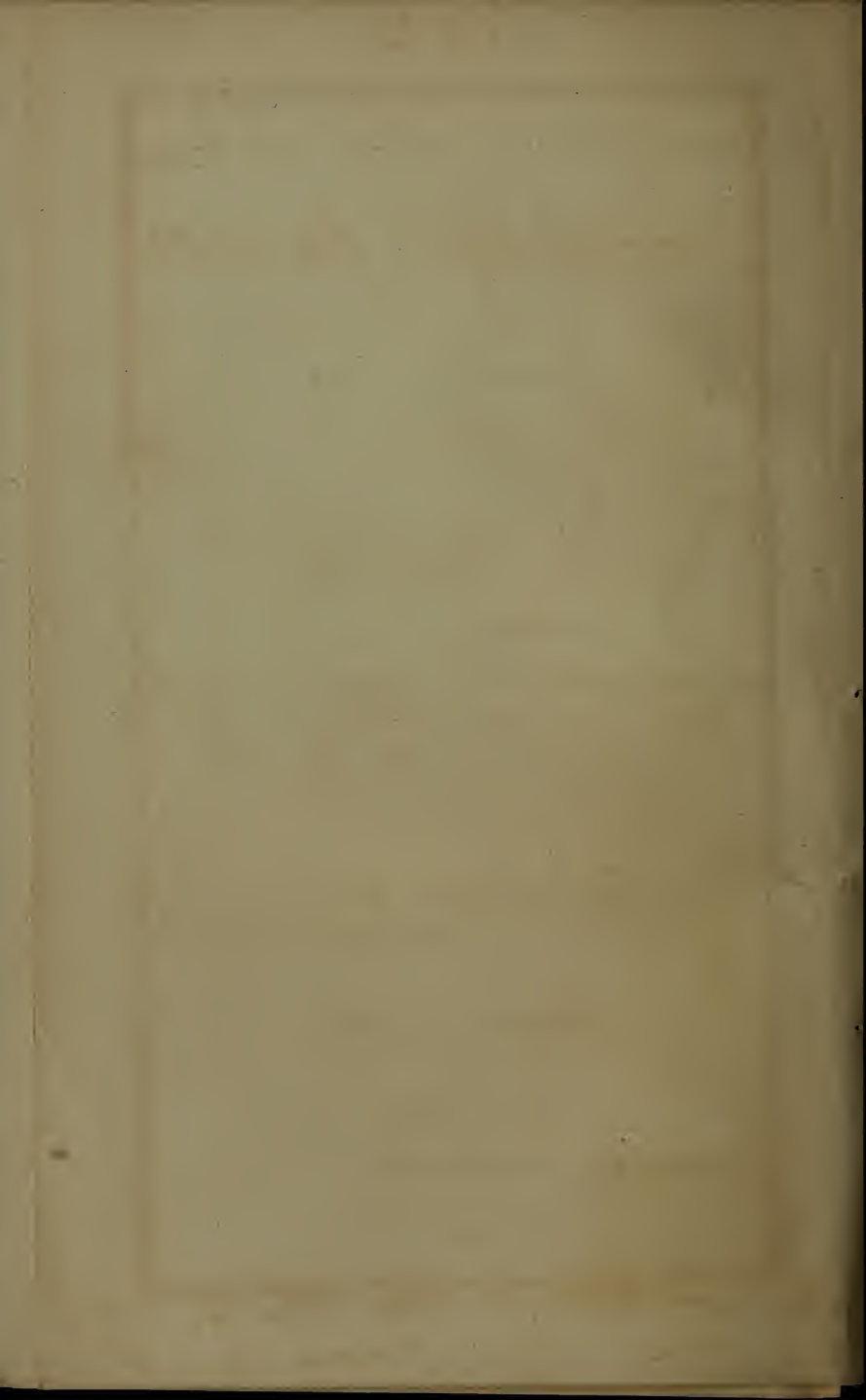












352.

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MOTT'S
ELEMENTARY BOOK NO. II.

CONTAINING

EXERCISES IN SPELLING AND READING, MODEL
EXERCISES IN DRAWING, AND APPROPRIATE
EXERCISES IN MENTAL ARITHMETIC:

DESIGNED TO TEACH CHILDREN

To know the Orthography and Forms, Script and
Roman, of more than half of the Words used
in Conversation; to imitate easy Draw-
ings, and to Discipline the Idea
of Number.

BY GEORGE C. MOTT,
A GRADUATE OF THE NEW YORK STATE NORMAL SCHOOL.

STEREOTYPE EDITION.

NEW YORK:
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PREFACE.

A GOOD EDUCATION is entirely dependent on an artistic execution of a generous design.

The ARTIST may employ his genius to develop a beautiful semblance of "*the graceful ideal*" from a block of ice, to little or no purpose. The CONTRACTOR may fill a slough with blocks of Parian marble, to the lasting benefit of man. The TEACHER may lead the pupil to store the mind with a vast amount of facts, useful and useless. Has the *artist* a right to waste his "talent" on a worthless object? Has a *contractor* a right to employ material too costly, even on a good work? Has a *teacher* any right to lead a youth to seek useless facts?

Nor should an elementary book have any other than PRACTICAL MATTER on its pages. Neither should its pages be a PICTURE GALLERY, for the mere *amusement* of the pupil. Every LETTER, WORD, and CUT should be a SOMETHING to be *remembered, thought of, or imitated.*

These AXIOMS have been considered of primary importance in preparing this book for the use of parents and teachers, by their co-laborer,

GEORGE C. MOTT.

STAPLETON, N. Y., October, 1850.

TABLE OF ELEMENTS.

THE child should be taught, progressively, the ELEMENTS represented by the letters; that some of the letters are employed to represent DIFFERENT SOUNDS OR ELEMENTS; and the MARKS employed to indicate the element represented by the letter. The following TABLE contains all the letters with the marks employed to represent the *regular elements* used in this book.

VOWEL ELEMENTS—15.

e and ā, as heard in āle, omitting the le.		
ä,	.....	ärm, rm.
a,	.....	all, ll.
ă,	.....	ăt, t.
ē,	.....	mē, m.
ě,	.....	ěnd, nd.
ȳ and ī,	.....	īce, ce.
ĩ,	.....	īt, t.
ō,	.....	ōld, ld.
ö,	.....	möve, m-ve.
ő,	.....	ön, n.
ū,	.....	lūte, l-te.
u,	.....	full, f-ll.
ű,	.....	űp, p.
ow and ou,	.....	out, t.

SUBVOCAL ELEMENTS—15.

b, as heard in bē, omitting the ē.		
d,	.....	dāy, āy.
g,	.....	gō, ō.
ġ and j,	.....	jār, ar.
l,	.....	lō, ō.
m,	.....	mē, ē.
n,	.....	nō, ō.

ng, as heard in sŏng, omitting the s-ng.		
r,	rāy,	āy.
TH,	THĪ,	Ī.
v,	vīe,	īe.
w,	wē,	ē.
y,	yē,	ē.
s and z,	zōne,	ōne.

ASPIRATE ELEMENTS—10.

f, as heard in făn, omitting the ăn.		
h,	hē,	ē.
c and k,	ărk,	ăr.
p,	păn,	ăn.
c and s,	sēe,	ēe.
sh,	shē,	ē.
t,	măt,	mă.
ch,	chăt,	ăt.
wh,	whĭ,	ĭ.

SUGGESTIONS.

1. Ǻ măn hăđ ă căt, not Ā măn hăđ ā căt. See Lesson IV.
2. Wē ẻăn sēe ỉt, not Wē kẻn sēe ỉt. See Lesson III.
3. Mỷ căt ỉs bỷ mē, not Mỷ căt ỉs bỷ mē. See Lesson VII.
4. Wē ảe ỉn ă cẳr, not Wē ảe ỉn ā cẳr. See Lesson VIII.
5. Wē mẻt thẻ mẻn, not Wē mẻt thẻ mẻn. See Lesson IX.
6. Yẻur đẻg ỉs sỏ ẻđđ, not Yẻur đẻg ỉs sỏ ẻđđ. See Lesson XIII.

NOTE.

The pupil may be required to write the sentences, as *every* word used in this book is given in script in the *models of slate exercises*.

PLAN.

THE PLAN of this Book is to teach the child **ELEMENTARY SPELLING, READING, and DRAWING**, and progressively to develop its *faculty* of **NUMBER**.

ARRANGEMENT.

Each lesson occupies a page, and is in **six** parts :

1. A few *elements* of *words* to be learned ;
2. The *mode* of *combining* them into words ;
3. The *method* of *naming* the *letters* constituting a word, and its *pronunciation* ;
4. *Speaking* or *reading* words at sight ;
5. A *model drawing* to be *imitated* ; and,
6. A few *questions* to *exercise* the faculty of **number**.

TOOLS.

The child should be provided with

A **BOOK** ;

A **GOOD SLATE** (size, 6 by 8 inches) ; and

A **PENCIL**.

METHOD OF TEACHING.

1. Commence with the *column* on the **LEFT**, and teach the *elements* represented by the letters, and the mode of combining them into words.

2. In the column on the **RIGHT**, teach the *mode* of *naming* the *letters* in each word, and its *pronunciation* :

3. In the **CENTER COLUMN** teach the child to *speak* the *words* at sight ; and *below*, to *read* them combined into sentences ;

4. Require the child to **IMITATE** the *model drawings*, and to *write* the sentences ; and,

5. Then the *questions* ought to be used as a *mental exercise*.

PROGRESS.

The **PROGRESS** of the child is **GREATEST** when it is made to **MASTER** one lesson before commencing another.

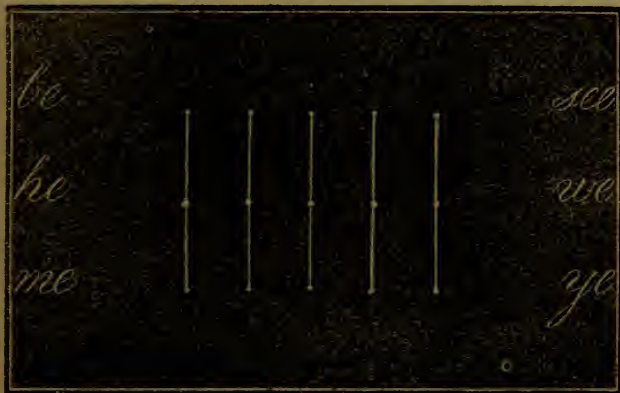
The element ē, as in mē. See pp. 4 and 5.

ē	me	ē
b.	we	be
h.	he	he
m.	see	me
s.	ye	see
w.	E—e	we
y.	ē—e	ye

See me.

We see.

Be—he—ye.



If Anson had but *one* knife, and should lose it; how many would he have left?—*None*.

One from *one* leaves how many?—*None*.

The element *i*, as in *it*. See pp. 4 and 5.

<i>i</i>		if		<i>i</i>
<i>.f</i>	ill		in	<i>if</i>
<i>.l</i>		is	it	<i>ill</i>
<i>.n</i>			will	<i>in</i>
<i>.z</i>				<i>is</i>
<i>.t</i>				<i>it</i>
<i>w.l</i>	I-i		<i>I-i</i>	<i>will</i>

Is he in?
 He will be in
 If he is ill.
 See, it is he.



Julia had *two* peaches, and gave *one* to Mary; how many had she left?—*One*.

One from *two* leaves how many?—*One*.

One from *one* leaves how many?—*None*.

The element *ā*, as in *ān*. See pp. 4 and 5.

ā	an	ā
.n	and	an
.nd		and
.z	ax	as
.ks	can	ax
k.n	has	can
h.z	A-a	has
	<i>A-a</i>	

He has an ax.
 We can see it.
 Ye see it as it is.
 And he can see me.



James had *three* nuts, and gave *one* to John; how many did he have left?—*Two*.

One from *three* leaves how many?—*Two*.

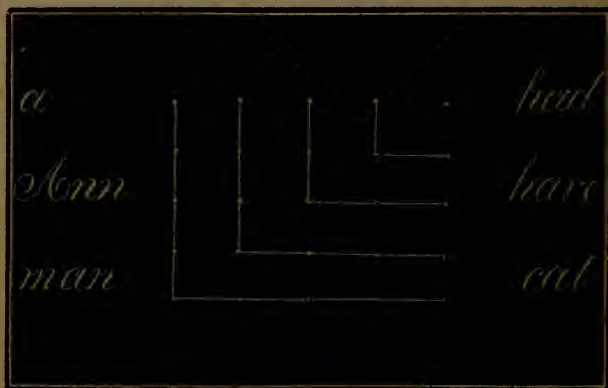
Two from *three* leaves how many?—*One*.

Three from *three* leaves how many?—*None*.

The element ä, as in ät. See pp. 4 and 5.

ä	a	ä
.	Ann	man
.n	had	have
m.n		Ann
h.d	cat	man
h.v	H-h	had
k.t		have
		cat

A man had a cat.
 Ann can have it.
 We have had it.
 He will see if it is ill.



Ella recites *four* times, and Edna *once* a day; how many times does Ella recite more than Edna?—*Three*.
Three from *four* leaves how many?—*One*.
Two from *four* leaves how many?—*Two*.
One from *four* leaves how many?—*Three*.

The element *ō*, as in *gō*. See pp. 4 and 5.

<i>ō</i>	<i>go</i>	<i>ō</i>
<i>.h</i>	<i>oh</i>	<i>oh</i>
<i>.r</i>		<i>oar</i>
<i>g.</i>	<i>lo</i>	<i>so</i>
<i>l.</i>	<i>oar</i>	<i>go</i>
<i>n.</i>		<i>lo</i>
<i>s.</i>	<i>O-o</i>	<i>no</i>
		<i>so</i>

A man can go.
 Oh no, we will go.
 Lo he has an oar.
 So we will have an oar.



Amos had *six* marbles, and lost *one*; how many had he left?—*Five*.

One from *six* leaves how many?—*Five*.

Two from *six* leaves how many?—*Four*.

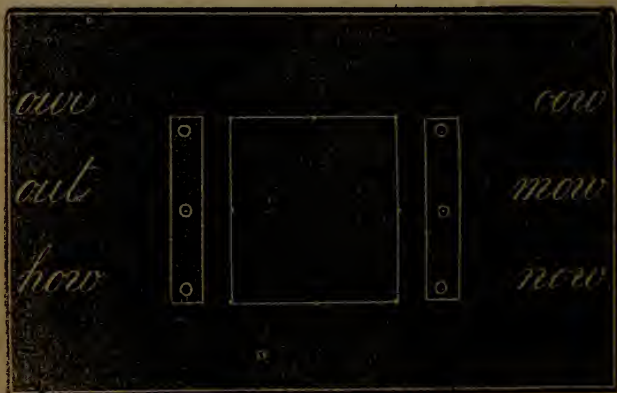
Three from *six* leaves how many?—*Three*.

Four from *six* leaves how many?—*Two*.

The element ou, as in our. See pp. 4 and 5.

ou	our	ou
. r	cow	mow
. t	out	now
h.	how	how
k.		cow
m.	U-u	mow
n.		now

See our cow.
It is in the mow.
It is out now.
See how Ann can go.



Susan had *seven* nuts, and lost *one*; how many did she have left?—*Six*.

One from *seven* leaves how many?—*Six*.

Two from *seven* leaves how many?—*Five*.

Three from *seven* leaves how many?—*Four*.

Four from *seven* leaves how many?—*Three*.

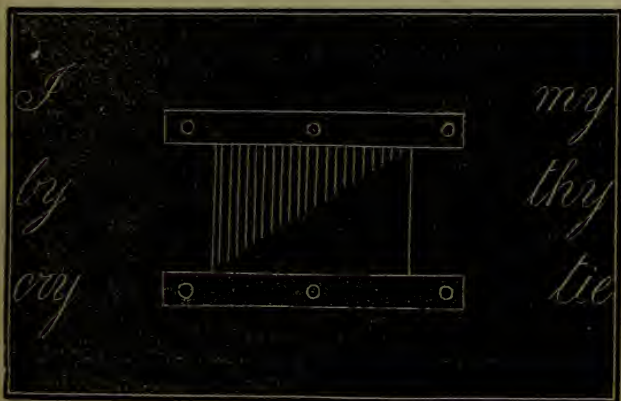
The element *i*, as in ice. See pp. 4 and 5.

i
I
b.
kr.
m.
th.
t.

I
my thy cry by
tie
M-m *M*-m

i
I
by
ery
my
thy
tie

I have a cat.
My cat is by me.
Thy cat will cry.
Tie it in my mow.



John had *four* nuts in each hand, and gave *one* to Eli; how many did he have left?—*Seven*.

One from *eight* leaves how many?—*Seven*

Two from *eight* leaves how many?—*Six*.

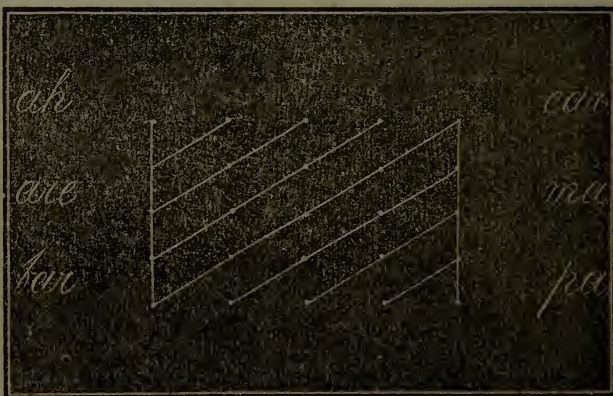
Three from *eight* leaves how many?—*Five*.

Four from *eight* leaves how many?—*Four*.

The element ä, as in cär. See pp. 4 and 5.

ä	are		ä
.h	car	far	ah
.r	ah	ma	are
f.r			far
k.r	pa		ear
m.	B-b	<i>B-b</i>	ma
p.			pa

We are in a car.
 We can go so far
 As our man will go.
 Ah ! I see ma and pa.



Nāōmi had *nine* pins, and gave *one* to Ann ; how many had she left ?—*Eight*.

One from *nine* leaves how many ?—*Eight*.

Two from *nine* leaves how many ?—*Seven*.

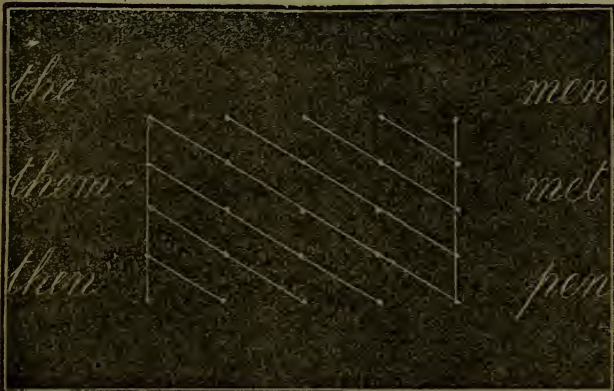
Three from *nine* leaves how many ?—*Six*.

Four from *nine* leaves how many ?—*Five*.

The element ě, as in mĕt. See pp. 4 and 5.

ě	met		ě
the	the	men	the
th.m			them
th.n	them	then	then
m.n		pen	men
m.t	T-t	I-t	mĕt
p.n			pen

We met the men.
 He can go and see them.
 Then I will have my pen.
 My pen is by our ax.



Henry was *ten* years old, and Mary was *one* year younger; how old was she?—*Nine*.

One from ten leaves how many?—Nine.

Two from ten leaves how many?—Eight.

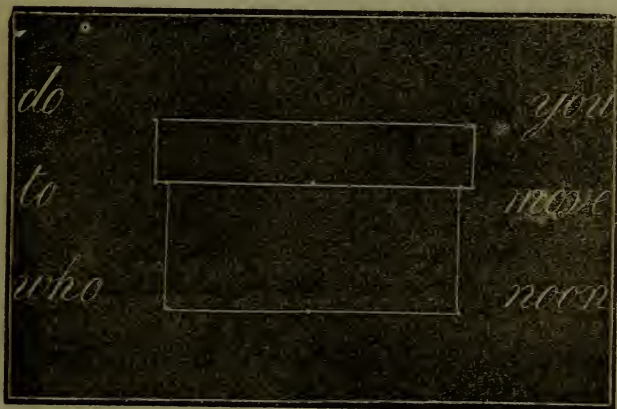
Three from ten leaves how many?—Seven.

Four from ten leaves how many?—Six.

The element ö, as in dö. See pp. 4 and 5.

ö	do		ö
d.	you	move	do
t.	who	to	to
y.	noon		who
wh.			you
m.v	W-w	W-w	move
n.n			noon

Do you see my cow?
 No: I see our cow move.
 Who is to call it?
 Paul is to call it at noon.



SCRIPT.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

ROMAN.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

The element ũ, as in ũp. See pp. 4 and 5.

ũ	up		ũ
.p	pup	us	up
.s			us
r.n	run	sun	run
s.n		must	sun
p.p	Q-q	2-q	pup
m.st			must

My pup is up.

It must be by us.

The pup will run by us

If we run in the sun.



SCRIPT.

9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

ROMAN.

9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

The element ö, as in nôt. See pp. 4 and 5.

ö	OX		ö
.d	on		of odd
.n		dog	on
.ks			ox
.v		not	of
d.g	Y-y		dog
n.t		Y-y	not

My ox is on the car.
 I had it of Paul.
 Your dog is so odd
 He will not go by it.



How many more is

2 than 2?—0.	3 than 3?—0.	3 than 3?—0.
2 than 1?—1.	3 than 2?—1.	3 than 2?—1.
2 than 0?—2.	3 than 1?—2.	3 than 1?—2.

The element ā, as in āle. See pp. 4 and 5.

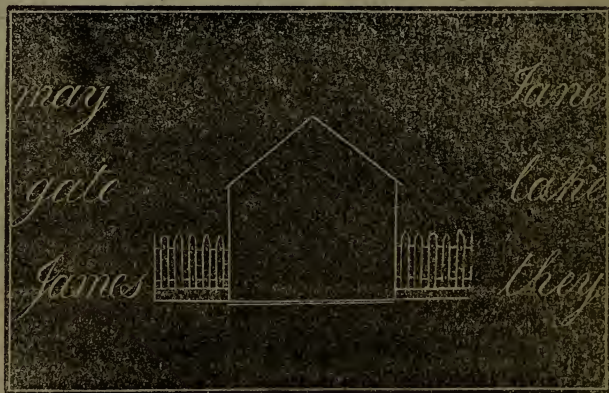
ā	James	ā
m.	gate may	may
g.t	Jane they	gate
J.mz	lake	James
J.n	J-j	Jane
l.k		lake
th.		they

James is by the gate.

He may see Jane.

They will go to the lake.

Ma and Pa are by the lake.



How many more is

4 than 4?—0.	4 than 0?—4.	4 than 1?—3.
4 than 3?—1.	4 than 3?—1.	4 than 3?—1.
4 than 2?—2.	4 than 2?—2.	4 than 2?—2.
4 than 1?—3.	4 than 4?—0.	

The element ū, as in lūte. See pp. 4 and 5.

ū	Ruth	ū
J.n	new	lute
L.k	Luke	June
l.t	mule	
m.l		
R.th	R-r	<i>R-r</i>
n.		
		June Luke lute mule Ruth new

Ruth has a new lute.
 Luke may have it in June.
 They are on our car.
 Our mule can move it.



How many more is

5 than 5?—0.	5 than 1?—4.	5 than 4?—1.
5 than 4?—1.	5 than 0?—5.	5 than 5?—0.
5 than 3?—2.	5 than 4?—1.	5 than 4?—1.
5 than 2?—3.	5 than 3?—2.	

The element u, as in full. See pp. 4 and 5.

u	put	u
p.t	pull	put
p.l	good	pull
f.l	book	full
b.k	look	book
g.d	L-l	good
l.k	L-l	look

Put my pup in the sun.
 We will pull my full car.
 Ann has my good book.
 We will look at it now.



How many more is

6 than 6?—0.	6 than 2?—4.	6 than 2?—4.
6 than 5?—1.	6 than 1?—5.	6 than 5?—1.
6 than 4?—2.	6 than 0?—6.	6 than 1?—5.
6 than 3?—3.	6 than 4?—2.	

The elements aī, as in oil. See pp. 4 and 5.

aī	boy	aī
b.	toy	boy
b. y	voice	boys
j. y	joy	joy
j. n	boys	join
t.	V-v	toy
v. s		voice

A good boy can have the toy.
 We will join him at noon.
 His voice is full of joy.
 Paul and James are good boys.



How many more is

7 than 7?—0.	7 than 3?—4.	7 than 4?—3.
7 than 6?—1.	7 than 2?—5.	7 than 3?—4.
7 than 5?—2.	7 than 1?—6.	7 than 5?—2.
7 than 4?—3.	7 than 0?—7.	

The element *ä*, as in *ät*. See pp. 4 and 5.

<i>ä</i>	am	at	<i>ä</i>
<i>.m</i>			<i>am</i>
<i>.t</i>	hat	that	fan
<i>h.t</i>			<i>at</i>
<i>th.t</i>	bad	mad	<i>hat</i>
<i>b.d</i>			<i>that</i>
<i>m.d</i>	shall		<i>bad</i>
<i>f.n</i>			<i>mad</i>
<i>sh.l</i>	S—s	<i>I—s</i>	<i>fan</i>
			<i>shall</i>

Shall we have a new map?
 I am to have a new map.
 That cat will run at his hat.
 James, it is bad to be mad.



How many more is

8 than 8?—0.	8 than 4?—4.	8 than 8?—0.
8 than 7?—1.	8 than 3?—5.	8 than 5?—3.
8 than 6?—2.	8 than 2?—6.	8 than 3?—5.
8 than 5?—3.	8 than 1?—7.	

The element *i*, as in *it*. See pp. 4 and 5.

<i>i</i>	live	<i>i</i>
d.d	with	this
h.z	his	been
l.v	did	
th.s		
w.th	D-d	<i>D-d</i>
b.n		

James may live with Paul.
 This mule and cow are his.
 We have been to see them.
 They did go to the lake.



How many more is

9 than 9?—0.	9 than 5?—4.	9 than 1?—8.
9 than 8?—1.	9 than 4?—5.	9 than 0?—9.
9 than 7?—2.	9 than 3?—6.	8 than 7?—1.
9 than 6?—3.	9 than 2?—7.	

The element ĭ, as in ĭt. See pp. 4 and 5.

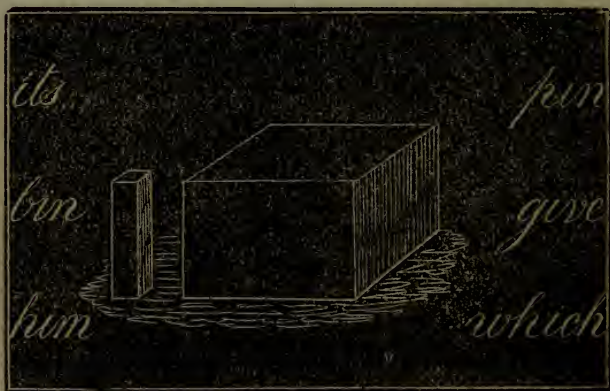
ĭ	its	ĭ
.ts	bin	which
b.n	give	pin
h.m	him	
p.n		
g.v		
wh.ch	N-n	N-n
		give
		which

See my new cow.

Which is its good bin?

This: you may give it to Paul.

That pin is to go with him.



How many more is

10 than 10?—0.	10 than 6?—4.	10 than 2?—8.
10 than 9?—1.	10 than 5?—5.	10 than 1?—9.
10 than 8?—2.	10 than 4?—6.	10 than 0?—10.
10 than 7?—3.	10 than 3?—7.	

The element *ā*, as in *āle*. See pp. 4 and 5.

<i>ā</i>	gave	<i>ā</i>
<i>.p</i>	ape	say
<i>g.v</i>	play	day
<i>d.</i>	hay	
<i>h.</i>		
<i>s.</i>	G-g	<i>G-g</i>
<i>pl.</i>		

James gave you the ape.
 Did he say it must play?
 The ape will play to-day.
 We love to play on the new hay.



How many less is

2 than 2?—0.	2 than 6?—4.	2 than 10?—8.
2 than 3?—1.	2 than 7?—5.	2 than 11?—9.
2 than 4?—2.	2 than 8?—6.	2 than 12?—10.
2 than 5?—3.	2 than 9?—7.	

The element ū, as in ūp. See pp. 4 and 5.

ū	such		ū
b.t	love	her	but
s.ch	come	but	such
h.r	done		her
k.m			come
d.n	C-c	C-c	done
l.v			love

Ann is such a good girl that we all love her.
 She can not come to play now.
 But our play will not be done if she come soon.



How many less is

1 than 1?—0.	1 than 5?—4.	1 than 9?—8.
1 than 2?—1.	1 than 6?—5.	1 than 10?—9.
1 than 3?—2.	1 than 7?—6.	1 than 11?—10.
1 than 4?—3.	1 than 8?—7.	

The element ě, as in mět. See pp. 4 and 5.

ě	left	ě
B.n	when	said
g.t	get	let
l.t		let
l.ft	Ben	left
s.d	K-k	said
wh.n		when

Oh! I have left my pen.

I will get you my new pen, when Ben
is done with it.

He said I was good to let it.



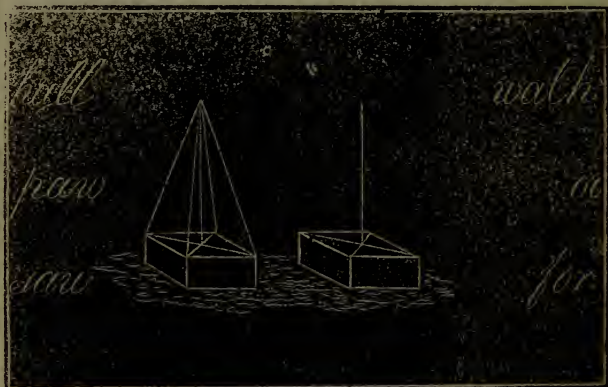
How many less is

3 than 3?—0.	3 than 7?—4.	3 than 11?—8.
3 than 4?—1.	3 than 8?—5.	3 than 12?—9.
3 than 5?—2.	3 than 9?—6.	3 than 13?—10.
3 than 6?—3.	3 than 10?—7.	

The element a, as in all. See pp. 4 and 5.

a	or	a
h.l	hall	saw
p.	paw	walk
s.	for	
w.k		
.r	F-f	F-f
f.r		
		or
		for

James or Paul is in the hall.
 They saw the paw of my dog.
 He can walk and run.
 Ann and Jane are come for my dog.



How many less is

4 than 4?—0.	4 than 8?—4.	4 than 12?—8.
4 than 5?—1.	4 than 9?—5.	4 than 13?—9.
4 than 6?—2.	4 than 10?—6.	4 than 14?—10.
4 than 7?—3.	4 than 11?—7.	

The element ē, as in mē. See pp. 4 and 5.

ē	hear		ē
sh.	she	sees	she
f.t	fears	meet	feet
m.t		feet	meet
s.z			sees
h.r	G-g	G-g	hear
f.rz			fears

I hear Ann cry.

She sees the good ox.

She fears to meet him.

He can walk with his feet.



How many less is

5 than 5?—0.	5 than 9?—4.	5 than 13?—8.
5 than 6?—1.	5 than 10?—5.	5 than 14?—9.
5 than 7?—2.	5 than 11?—6.	5 than 15?—10.
5 than 8?—3.	5 than 12?—7.	

The element *i*, as in *ice*. See pp. 4 and 5.

<i>i</i>	like	<i>ī</i>
<i>l.k</i>	kind	wise
<i>r.z</i>	mind	rise
<i>w.z</i>	child	wise
<i>k.nd</i>		kind
<i>m.nd</i>	X-x	<i>ℳ-x</i>
<i>ch.ld</i>		child

We all like a kind boy.
 A wise boy will mind his Ma.
 He will rise to meet his Pa.
 A wise boy is a kind child.



How many less is

6 than 6?—0.	6 than 10?—4.	6 than 14?—8.
6 than 7?—1.	6 than 11?—5.	6 than 15?—9.
6 than 8?—2.	6 than 12?—6.	6 than 16?—10.
6 than 9?—3.	6 than 13?—7.	

The element ö, as in nôt. See pp. 4 and 5.

ö	was	ö
k.t	cot	lot
l.t	John	God
G.d	what	
J.n	Z-z	Y-z
w.z		was
wh.t		what

Was John in the cot?
 No: he was in the lot.
 What will a wise child do?
 He will *love* and *fear* God.



How many less is

7 than 7?—0.	7 than 11?—4.	7 than 15?—8.
7 than 8?—1.	7 than 12?—5.	7 than 16?—9.
7 than 9?—2.	7 than 13?—6.	7 than 17?—10.
7 than 10?—3.	7 than 14?—7.	

The element u, as in bull. See pp. 4 and 5.

u	bull	push	u
b.l		would	bul/
b.sh	wood	should	bush
p.sh	could	foot	push
f.t	bush		foot
w.d			wood
c.d			could
w.d			would
sh.d	0, 1,	2, 3.	should

His bull will push my ox.
 He would go on the wood.
 He should go by the lake.
 His foot could be by a bush.



How many less is

8 than 8?—0.	8 than 12?—4.	8 than 16?—8.
8 than 9?—1.	8 than 13?—5.	8 than 17?—9.
8 than 10?—2.	8 than 14?—6.	8 than 18?—10.
8 than 11?—3.	8 than 15?—7.	

The element *ō*, as in *ōld*. See pp. 4 and 5.

<i>ō</i>	old		<i>ō</i>
<i>.ld</i>	bone	rode	<i>old</i>
<i>b.n</i>			<i>bone</i>
<i>b.t</i>	boat	tore	<i>boat</i>
<i>t.r</i>			<i>tore</i>
<i>r.b</i>	robe		<i>robe</i>
<i>r.d</i>	<i>. :</i>	<i>; ,</i>	<i>rode</i>

The old dog has a bone.

He rode in our boat.

He tore that new robe.

Jane may get a new robe to-day.



How many less is

9 than 9?—0.	9 than 13?—4.	9 than 17?—8.
9 than 10?—1.	9 than 14?—5.	9 than 18?—9.
9 than 11?—2.	9 than 15?—6.	9 than 19?—10.
9 than 12?—3.	9 than 16?—7.	

The element ē, as in mē. See pp. 4 and 5.

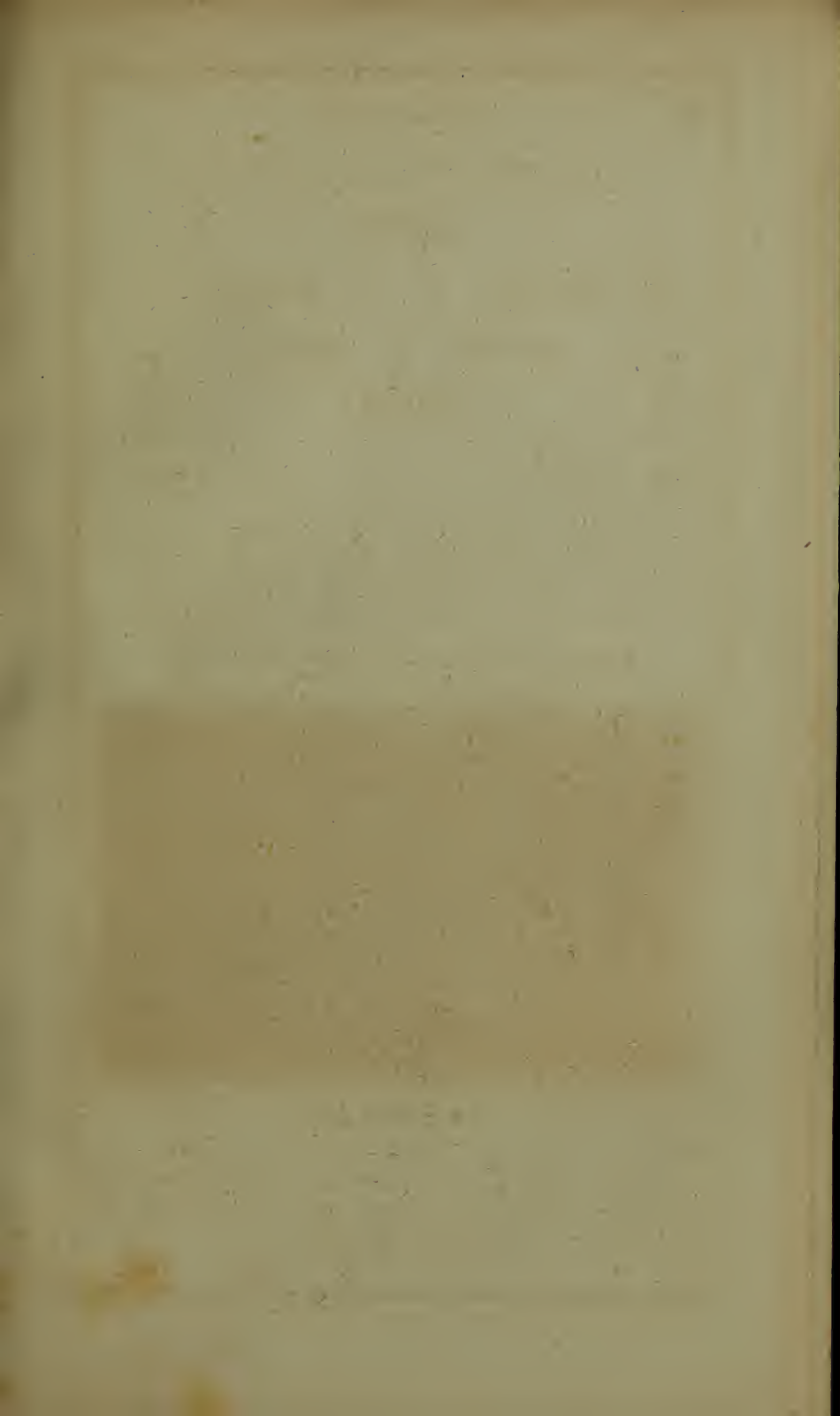
ē	meet		ē
k.p	keep	seat	keep
m.t			meet
n.t	neat	peace	neat
p.s		read	peace
r.d	? !	“—”	read
s.t			seat

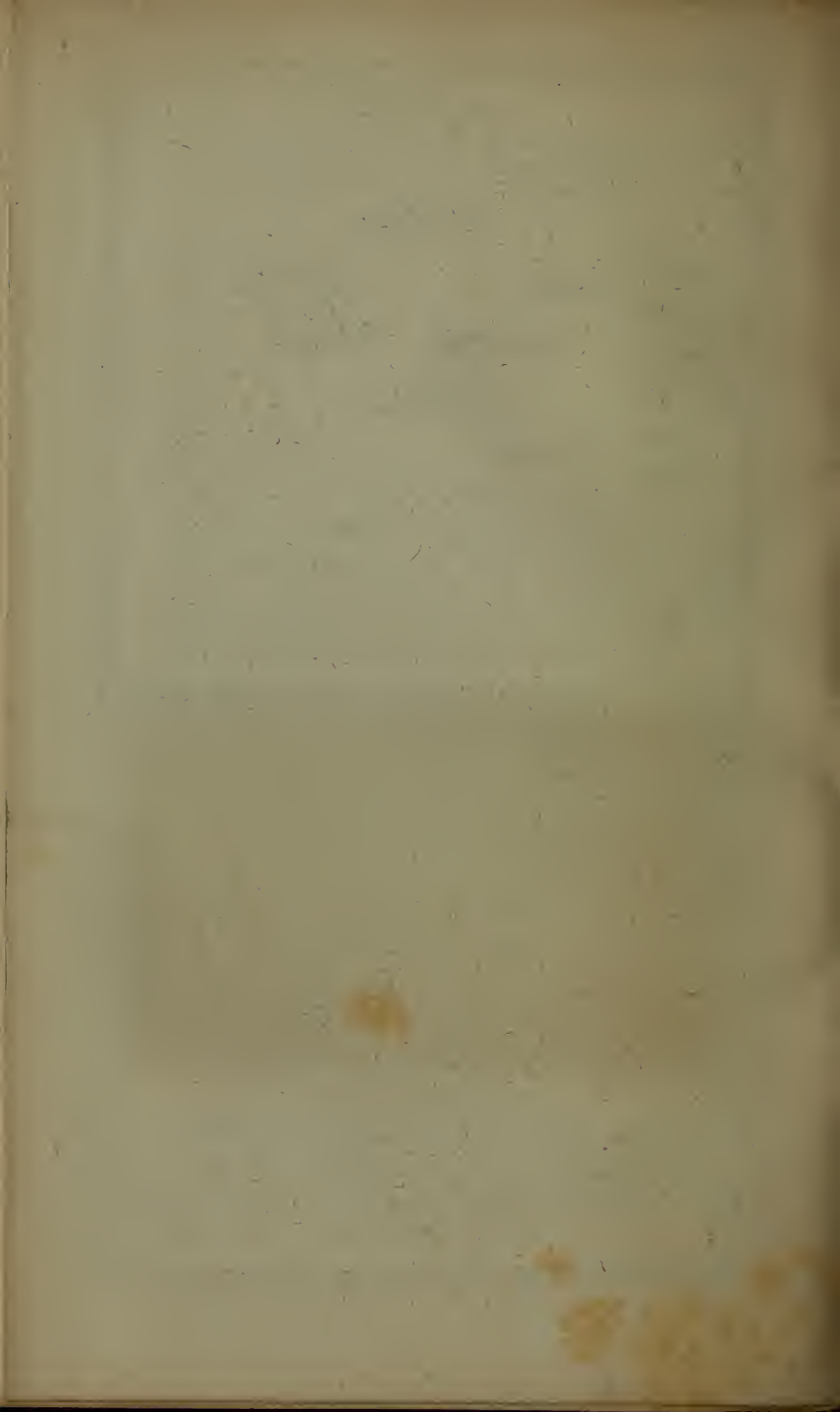
I love to meet a good boy.
 He will keep his seat neat.
 He will read his book with joy.
 He will live in peace with all.



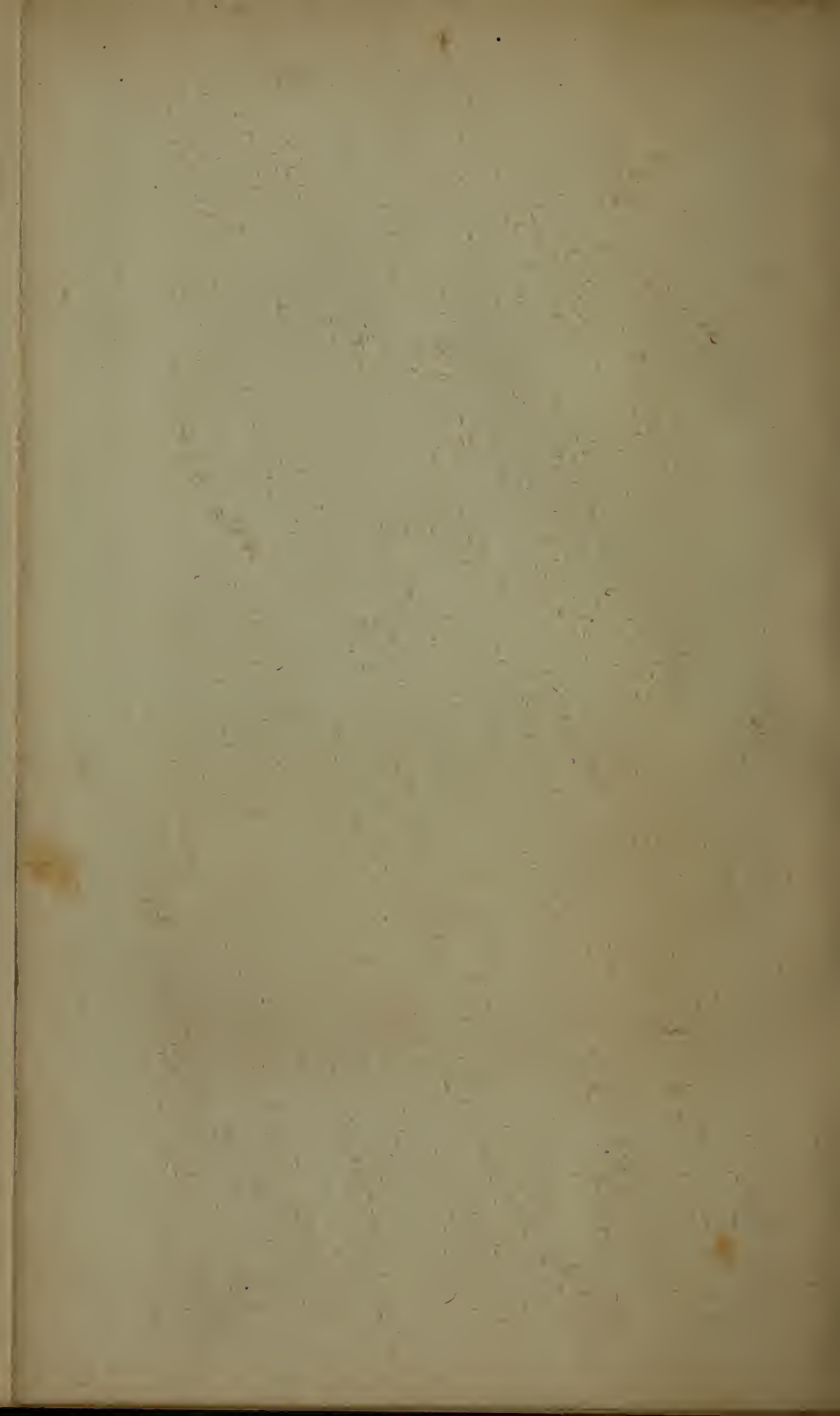
How many less is

10 than 10?—0.	10 than 14?—4.	10 than 18?—8.
10 than 11?—1.	10 than 15?—5.	10 than 19?—9.
10 than 12?—2.	10 than 16?—6.	10 than 20?—10.
10 than 13?—3.	10 than 17?—7.	









J.E.H.

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